

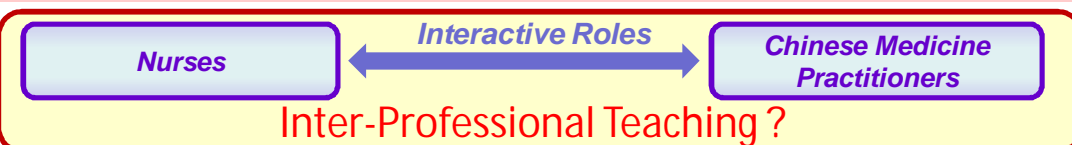


Integrated Life Science Education in Bachelor of Nursing and Bachelor of Chinese Medicine at The University of Hong Kong

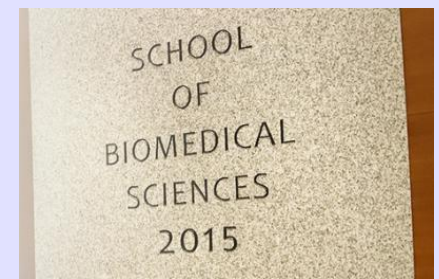
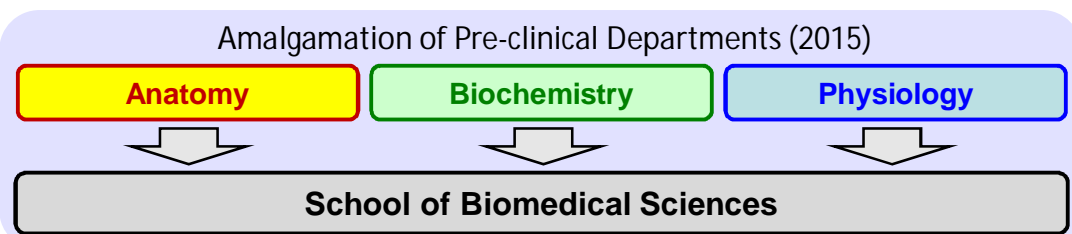
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Context



An ideal occasion for implementation of **inter-professional teaching** for the 2 disciplines



In academic year 2015-16, the 3 basic science subjects were **integrated** into a curriculum for Year 1 to Year 3 **Nursing** & **TCM** students.

Intervention

- To identify Life Science topics (i) relevant to both **Nursing** & **TCM** education, & (ii) specific to each discipline
- To introduce the topics with appropriate sequence into 4 Life Science courses of **BNurs** & **BChinMed** Programmes

Course Structure			Curriculum Development
	BNurs	BChinMed	
Year 1 (1 st semester)	Foundation Education of Life Science <div>Physiology</div> <div>Anatomy</div> <div>BiochemistryTCM Topics (with PBL)</div>		Year 1 (1 st semester) <div>ü Glucose balance</div> <div>ü Oxygen balance</div> <div>ü Water balance</div> <div>ü Thermal balance</div>
Year 2 (1 st semester)	Specialized Training <div>Physiology (Renal / Immune / Blood)</div> <div>Biochemistry (Metabolism)</div> <div>Microbiology</div> <div>TCM Topics (with PBL)</div>		Year 3 (1 st semester) <div>ü Basic medical microbiology</div> <div>ü Gastrointestinal infection & viral hepatitis</div> <div>ü Cardiovascular, skin infection & STD</div> <div>ü Chronic renal failure</div> <div>ü Iron deficiency anaemia</div> <div>ü Diabetic ketoacidosis</div>
Year 2 (2 nd semester)	Specialized Training <div>Physiology (Cardiovascular / Respiratory / Others)</div> <div>Biochemistry (Genetics)</div> <div>TCM Topics (with PBL)</div>		Year 2 (2 nd semester) <div>ü COPD</div> <div>ü Ischaemic heart disease</div> <div>ü Hypothyroidism</div> <div>ü BRCA1 & breast cancer</div>
Year 3 (1 st semester)	Specialized Training <div>Physiology (Nervous)</div> <div>Anatomy (Musculoskeletal / Nervous)</div> <div>TCM Topics (with PBL)</div>		Year 2 (1 st semester) <div>ü Cervical spondylosis</div> <div>ü Bell's palsy</div> <div>ü Parkinson's disease</div> <div>ü Stroke</div>
<div>Ø Nursing & TCM students attend lectures & practical sessions together</div> <div>Ø Each course has 3 to 4 quizzes in Moodle, 2 in-class tests, & final examination</div>			Aim: To facilitate students to apply what have been learned into clinical scenarios

Observations

- With the novel curriculum, **Nursing** & **TCM** students experienced a more **enriched & comprehensive learning environment** through interactions that effectively **promoted sharing & understanding** about the nature of their collaborative profession.
- Since these 2 groups of students have similar academic credentials, their **pace of learning became easier to equate**.

Conclusion

Compared to the traditional approach, integration of basic sciences in Nursing and TCM education improves learning outcomes with the benefits of creating connections among concepts and enhancing students' ability in coping with challenges of the inter-professional environment.